DOCUMENT RESUME

ED 082 414 EC 052 631

AUTHOR	Franklin, Mayer J.; Friedl, Berthold C.
TITLE	Teaching Gifted Students Foreign Language in Grades Ten Through Twelve.
INSTITUTION	California State Dept. of Education, Sacramento. Div. of Special Education.
PUB DATE	73
NOTE	46p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Exceptional Child Education; *Gifted; Language Instruction; *Secondary School Students; *Second Language Learning; *Teaching Methods

ABSTRACT

Presented is information for teachers, administrators, and consultants concerned with teaching foreign languages to gifted high school students. Discussed in the introduction is the value of foreign language study, the psychological basis of language learning, and identification of language talent. It is advised that the student experience the language to see its potential for higher cognitive skills, and be given an opportunity to experiment in creative use of the language. Briefly considered are methodology, facts and concepts, psycholinguistic principles, and translation in foreign language teaching. The development of proficiency is seen to involve practice with sounds and vocabulary (principles of presentation and conditioning are offered), grammar, speaking, reading, and writing. Suggestions for creative activities such as translating American cartoons are offered. Recommended source materials, teaching methods, and literary texts are listed. (DB)

FILMED FROM BEST AVAILABLE COPY

ED 082414

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Teaching Gifted Students Foreign Language in Grades Ten Through Twelve

Prepared for the

DIVISION OF SPECIAL EDUCATION
California State Department of Education

By

MAYER J. FRANKLIN and
BERTHOLD C. FRIEDL

This publication, funded under provisions of the Elementary and Secondary Education Act, Title V, was edited and prepared for photo-offset production by the Bureau of Publications, California State Department of Education, and was published by the Department, 721 Capitol Mall, Sacramento, California 95814.

Printed by the Office of State Printing and distributed under the provisions of the Library Distribution Act

1973

School districts are encouraged to reproduce for their own use the material contained in this publication. The reproduced material must contain a statement at the front giving credit to the California State Department of Education as the publisher. If a Department publication contains passages reproduced by permission of another publisher, the school district should itself request permission from that publisher to reproduce the passages.

FOREWORD

In today's world of rapid communication and transportation, knowledge of foreign language has become a virtual necessity. Accordingly, the emphasis of foreign language study has shifted since World War II from language as a discipline to language as a means of communication. The society of tomorrow will be a multilingual one, and our children must be prepared to be a part of that society.

Public educational agencies must now, I believe, take the responsibility for maintaining the same quality of instruction in foreign language study as in other areas of the curriculum. A foreign language program, as any educational program, must not only be of high quality but must also be flexible enough to meet the individual needs of its students. This publication, *Teaching Gifted Students Foreign Language in Grades Ten Through Twelve,* contains information that will be valuable to teachers, administrators, and consultants who are working to provide each gifted child with the opportunity to develop his language talent to the fullest.

It is my hope that this publication will help to bring about sound foreign language programs for gifted students to prepare them for the challenge of tomorrow.

Superintendent of Public Instruction

PREFACE

This publication, *Teaching Gifted Students Foreign Language in Grades Ten Through Twelve,* is a product of an education project authorized and funded under the provisions of the Elementary and Secondary Education Act, Title V. It is designed for use by teachers of the mentally gifted. It is one of a series of publications prepared under the direction of Mary N. Meeker, Associate Professor of Education, and James Magary, Associate Professor of Educational Psychology, both of the University of Southern California.

The Title V project also resulted in the development of a series of curriculum guides for use in the teaching of mentally gifted minors in elementary and secondary schools. The guides contain practical suggestions that teachers can use to advantage in particular subject areas. The guides were prepared under the direction of John C. Gowan, Professor of Education, and Joyce Sonntag, Assistant Professor of Education, both of California State University at Northridge.

LESLIE BRINEGAR
Associate Superintendent of Public Instruction; and Chief, Division of Special Education

ALLAN SIMMONS
Chief, Bureau for Mentally Exceptional Children

PAUL D. PLOWMAN
Consultant in Education of the Mentally Gifted; and Principal Project Coordinator

CONTENTS

Foreword iii

Preface v

CHAPTER 1 INTRODUCTION TO TEACHING GIFTED STUDENTS FOREIGN LANGUAGE, GRADES TEN THROUGH TWELVE 1

The Value of Foreign Language Study 1

The Psychological Basis of Language Learning . . 3

Identification of Language Talent 3

CHAPTER 2 FOREIGN LANGUAGE INSTRUCTION FOR GIFTED STUDENTS 5

CHAPTER 3 LANGUAGE AND LANGUAGE TEACHING . . 7

Methodology 7

Facts and Concepts 8

Facts 9

Concepts 9

Psycholinguistic Principles 12

Translation 14

CHAPTER 4 DEVELOPMENT OF PROFICIENCY IN A FOREIGN LANGUAGE 15

Sounds and Vocabulary 15

Principles of Presentation 16

Principles of Conditioning 19

Grammar 23

Speaking 26

Reading 29

Writing 30

CHAPTER 5 FOREIGN LANGUAGE STUDY AND CREATIVITY 31

CONCLUSION TO TEACHING GIFTED STUDENTS FOREIGN LANGUAGE, GRADES TEN THROUGH TWELVE 35

SELECTED REFERENCES 37

Source Materials 39

Teaching Methods 39
French 39
German 39
Russian 39
Spanish 39

Selected Literary Texts 40
French 40
German 40
Spanish 40

Chapter 1

Introduction to Teaching Gifted Students Foreign Language, Grades Ten Through Twelve

Foreign languages have been a part of the curriculum as long as they have been part of college entrance requirements. Since World War II, however, the emphasis of foreign language study has changed from language as a discipline to language as a means of communication, and foreign language is now one of the world's major studies.

High school students in many countries are required to learn at least one foreign language. In addition, millions of other children and adults throughout the world are studying one of the major languages – English, French, German, Russian, or Spanish – as a means to a variety of practical ends.

The Hispanic heritage of the Southwest and California's proximity to Mexico and Latin America influence many California students to learn Spanish as their first foreign language. French, German, Latin, Russian, Italian, Mandarin Chinese, Japanese, Hebrew, and Greek are studied as well, in that order of popularity. The study of Portuguese and Swahili has been introduced in some high schools in California, and Arabic is also being taught to a limited extent. Although authorities tell us that Hindi is one of the ten modern languages considered to be of greatest importance to the American public, it is not usually taught in the United States. Esperanto, which is popular in Europe, is not being taught in California schools at present.

The Value of Foreign Language Study

The reasons students choose to learn a language are often traditional and determined by college entrance requirements. Occasionally, such factors as the student's immediate interests, his parents' interests, the availability of teachers, or the nature of the community will influence him in this choice. Students often study more than one foreign language as preparation for today's world of rapid communication and transportation. Knowledge of other languages has been made almost a necessity by our opportunities for foreign travel and by the current social and political conditions.

There is no one "best" language. Many educators think that a language as it reflects the culture of a people is most important to the understanding of the literature of other civilizations. They also believe that language is the key to an understanding of other peoples, whether it is learned as a means of communication or as a key to understanding and enjoying the literature, art, history, and civilization of the people whose language is being studied.

When the student learns another language well enough to think, act, and feel in that language, he adds a new dimension to his personality. When he speaks a new language, he literally becomes another person. His knowledge of a foreign language broadens the student's perspective on human life and values and increases his sensitivity to the nature and worth of other individuals. On a larger scale, it helps him understand the problems of other nations and see his own country in relation to other countries and other ways of life. By understanding contemporary cultures other than his own, the student heightens his awareness of the interpersonal and interracial relationships that are formed, not only in the society in which he lives, but throughout the world as well.

It may be well to note the characteristics of some of the modern languages that are taught in our schools. French and Spanish, the most common second languages for students in the United States, represent the literature, art, history, and cultures of two countries that have played a major part in Western civilization. German has been important in science, mathematics, engineering, and medicine. Latin is basic to the understanding of modern Romance languages and, like Greek, contributes to the understanding of Western civilization, especially in concepts of law, government, and philosophy. Hebrew holds the key to translating the world's great religious literature; in its modern form, this language has been revitalized in a nation reborn (Israel) as a spoken language, which for centuries existed mainly in classical written form. Russian, considered by many officials of the United States government to be one of the most critical languages, possesses a great literature; it is also a must for students interested in space science and government service. Chinese, another language on the government's critical list, is spoken by one-fourth of the world's population.

There are those who believe that an artificial language that is free of national chauvinism and prejudice should be learned by all as a tool of international understanding and cooperation. They support the use of Esperanto as a means of better communication. But, whatever the language learned, facility in it develops kinship within the family of man and helps to eradicate barriers between people.

The Psychological Basis of Language Learning

Language is communication. In the years since World War II, educators have learned a great deal about language and language learning. Recent research into the form and substance of languages by modern linguists has provided increasingly accurate descriptive methods.

The contributions of psychology to the teaching of languages are (1) insight into the process of acquiring linguistic habits; and (2) understanding of the teacher behavior that nurtures learning. Psychologists have defined the nature of the encoding and decoding process by which we acquire our primary language: We become fluent in our own language by behaving as linguists rather than by learning rules about what to say. Studies have shown that the best time for a child to learn a foreign language is in the early grades before he has developed rigid speech habits and is still able to imitate sounds without inhibition. Speech patterns that the child establishes early in life are reinforced first by parents and then by peers and teachers and nurture the child's language development.

Identification of Language Talent

If we are to communicate with the peoples of the world, knowledge of many languages is advantageous, and any gifted child who shows facility with languages will need encouragement and nurturance of this talent.

A basic step in providing language programs for the gifted is the early identification of language talent. Sensitive teachers soon become aware of the nature of giftedness in a child, and many recognize certain evidences of such talent. It is important to separate general consideration of how languages can be learned from special linguistic talent and how languages can or should be taught.

Youth is a great advantage in learning a language. Another advantage is some familiarity with the language to be learned. Language learning takes place more readily if the language is experienced in real-life situations rather than if it is seen or heard only as a set of disembodied utterances or exercises. Another factor that is favorable to the learning of a language is motivation. Human beings learn rapidly and effectively if they have a reason for doing so, but they learn even more if the learning experience is enjoyable.

Generally, it is the students who consistently earn good grades and score high on achievement and mental ability tests who are easily identified as the academically gifted. However, many gifted youth do not exhibit their talents overtly. This is true of gifted children of

minority and disadvantaged backgrounds who do not earn high scores on the conventional tests, and it is also true of the gifted whose strengths may not be verbal ones. Until the deficiencies in identifying the gifted are corrected by the construction of more appropriate measures of potential, teachers should be alert to manifestations of giftedness and motivation other than those of scholastic success and verbal strengths.

The legal definition of the mentally gifted minor sets the cut-off point at 130 IQ as the lower boundary of the top 2 percent of all students. Nevertheless, this definition should certainly not be the only criterion for identifying linguistically gifted students. At most it should be thought of as a "molar" score. It must also be remembered that many factors determine the effectiveness of the gifted student – such factors as his motivation, emotional adjustment, and self-concept.

Some teachers may not possess the key to unlock the gifted child's store of creative language talents. Nor can it be assumed that a student's high IQ is an index of his desire or ability to succeed in a special program. And many instances have been recorded in which teachers, in their enthusiasm for working with the gifted, have loaded the students so heavily with extra assignments (to enrich their experiences) that the students rebel, thus negating entirely the value of the program for them.

It is also possible that some gifted students may not possess the necessary abilities to master foreign languages. In many respects, the ability to learn (or express oneself fluently in) a foreign language is a gift that may be compared to the ability to design, to excel in mathematics, or to excel in one of the performing arts. Thus, students who show great talent in mathematics, science, or creative writing may not do at all well in mastering a foreign language. Conversely, many students who perform in the average range on mental ability tests may possess linguistic talent, and, although they may not fit the legal definition of "gifted child" or fulfill other criteria of giftedness, for practical purposes they should be instructed in foreign language just as the gifted are. Those students who have been identified as gifted and who are also talented in languages will need additional experiences beyond simple vocabulary proficiency. Therefore, the purpose of this publication is to show language teachers how programs can be individualized to enhance giftedness in the higher cognitive skills.

Chapter 2

Foreign Language Instruction for Gifted Students

The method of teaching a foreign language to a gifted high school student will be determined by the student's language background. If he has learned another language at home, or if he has had previous training in the elementary grades or in junior high school, he is ready for advanced study. Bilingual minority students who show signs of giftedness, even though they do not qualify as gifted on the basis of legal tests, should be encouraged to study foreign languages intensively.

The gifted student who begins foreign language study at the high school level encounters great difficulties. In English, social studies, mathematics, and science, he has followed a normal sequence in learning. Mentally, physiologically, socially, and psychologically, he has outgrown the habit of imitative and repetitive learning that characterized his initial mastery of basic language and, as he has matured, he has moved on to more abstract and more analytical types of learning. His linguistic patterns have been formed, and the sounds of his native language have crystallized in his mind. Suddenly he must superimpose an entirely new set of linguistic structures and modes of expression upon his native language habits and is expected, in 50 minutes or less per day, to develop great proficiency and fluency in an unfamiliar mode of expression. It is amazing, under these conditions, that the ordinary student achieves any success with foreign languages.

The linguistically gifted child is quick to distinguish among the sounds and sound patterns of a new language. He is able to perceive and to classify similarities and differences between the foreign language and his own tongue. He quickly grasps simple idiomatic patterns like *Comment allez-vous?* or *¿Cómo se llama Usted?* and through drill his pronunciation becomes almost automatic. Many children who are linguistically gifted feel a need for grammatical analysis in addition to rote learning because they are not satisfied with the mere imitative repetition of conventional phrases. They want to go beyond the rote drills to create new patterns of expression

that fit their communication needs. With encouragement, they will work at their own paces in their own fields of interest.

There have been two distinct influences on the application of linguistics and psychology to language teaching. The first was an increase in awareness of the importance of practical language ability as a goal of teaching; the second was the development of linguistically oriented teaching techniques.

The process of teaching any elements of a foreign language in grades ten through twelve can be divided, as in the other grades, into five stages: recognition, imitation, repetition, variation, and selection. There are two important aspects of the introduction of new materials and techniques in the teaching of the gifted. One is staging – dividing the course into time segments. The other is sequencing – determining the order in which the elements of the course should be taught.

The terms "presentation" and "methodology" mean basically the same thing, but "presentation" is more inclusive. Presentation is the kernel of the language-teaching process, the confrontation of the gifted student with the items of the language being taught.

Certain specific criticisms can be made of conventional instructional patterns in grades ten through twelve. At this point in learning, knowledge (based on memorization) and comprehension should no longer be primary goals. Once some facility in language as a communicative art is achieved, a sequential development of higher intellectual achievements can be attempted. The dual nature of the learning and teaching process is nowhere more obvious than in foreign language teaching.

Teaching a language to gifted students at the senior high school level involves combining essential elements of language study. First, the student must experience the language beyond ordinary memorization, identification, and classification and see in it a potential for higher cognitive, affective, and psychomotor skills in both its spoken and written forms. Second, the student must have the opportunity to try out his own skills in making creative use of the language. These are the essential features of language learning, and language teachers must recognize that the conventional teaching methods do not contribute directly to these goals.

Chapter 3

Language and Language Teaching

This chapter will be concerned with some general principles of language learning; with the basic facts, skills, and concepts required in any study of foreign language; and with fundamental generalizations and understandings derived from the fields of linguistics, psychology, psycholinguistics, and language pedagogy. These items will be incorporated in guidelines to be followed in teaching language to the gifted in grades ten through twelve. The materials included among the facts and the concepts, as drawn from the fields of French, German, Russian, Spanish, and English, are complementary.

Methodology

Foreign languages are learned and taught in a wide variety of ways, but within the total range of methodological principles, two aspects of the foreign language teaching process must be singled out: presentation and conditioning. The tasks and aims of foreign language instruction include teaching the student the four basic language skills: understanding, speaking, reading, and writing. One way of acquiring these skills is by experiencing them – by encountering them in use in real life situations – and thereby coming to associate certain facts, persons, activities, and concepts with the foreign language being studied. This is what happens when one travels in the land where the language is spoken or when one lives among people who speak it fluently. Learning a foreign language by journeying in a country where it is spoken is, of course, the best way to widen one's horizons and to gain better perspective on the many facets of a culture. However, despite the fact that travel is undoubtedly effective in language learning, experience has shown that it is perfectly possible to acquire an adequate knowledge of a foreign language without this advantage.

Even in his own country, a student can master a foreign language and develop understanding of the people whose language he is learning. He can become familiar with the country, the way of life

there, and with the country's culture and civilization. The gifted student should therefore be given the opportunity for enrichment experiences in language through material that will help him think and act like a Frenchman, a German, a Spaniard, or a Russian in the manner of an actor who temporarily becomes the character he portrays.

At first the student will have to imitate the teacher in order to connect in his mind the new verbal expressions he is learning with the corresponding concepts. The language teacher of the gifted should be concerned with imparting the language productively. He should teach the students those habits of understanding speech, speaking, reading, and writing in such a way that they will acquire the skills in the quickest and easiest way. The teacher should make certain that the students are given opportunities to use these skills academically and then creatively.

To counterbalance rote training, which develops skills of listening, speaking, reading, and writing, are opportunities for students to use language creatively. Interrelated with the development of such higher intellectual skills are the concepts that students can learn from the scientific, technical, or literary content of selected source materials.

The audiolingual approach in foreign language methodology consists primarily of spoken language techniques and practices in general. It includes precise techniques and procedures that can be used with gifted students in grades ten through twelve who learn best by auditory inputs; i.e., who are primarily auditory learners. The techniques used with these children should be based on psycholinguistic principles that take language learning beyond the patterned drill. The teacher will be able to detect the primarily auditory learner by his excellent mimicry, possibly combined with poor spelling or written form. Another help in discovering auditory learners is a knowledge of students' outside interests; for example, auditory learners are frequently musically gifted. The ideal student, of course, is equally skilled at auditory and visual learning, but this type of student is rare. Therefore, better understanding of individual kinds of intellectual skills leads to better programming in language study.

Principles for achieving mastery of auditory and visual skills in any foreign language are embodied in the general facts of language as communication and in certain pedagogical concepts in linguistics and language. These facts and concepts will now be briefly described.

Facts and Concepts

It is useful to start with a definition of language. One definition states that language is "a purely human and noninstinctive method of

communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols."[1]

Facts

The facts of language are all about us. We do not need to travel abroad nor back in time to discover the facts of language. They are about us in the tablets of our handwriting and the patterns of our speech. The linguist is interested in everything that goes on about us, because everything we experience enters into our communication. Thus, the language teacher participates with his students in a constant process of discovery.

Language has three main levels: sounds, words, and syntax. In turn, each level is manifested in three ways. The first is simply through the sound units, elements, or "particles" that constitute the language. The second way consists in the affinities that particles show when speakers combine them – how they arrange themselves in "strings" on which only certain ones are used with certain others – with limitations on how many can go together or on which ones precede and which ones follow. The third is through the "field" relationship among the particles – the way each fits into the grammatical system of particles at its own level. The levels of language are generally categorized in structural linguistics as phonology, morphology, and syntax. A full understanding of the language must include two other categories of facts: vocabulary and culture items.

Concepts

The mastery of the four skills of listening, speaking, reading, and writing should be accompanied by the learning of certain basic concepts. The Wisconsin State Curriculum Guides formulate these as skills and concepts under the following headings as general guides for learning any foreign language:

1. Phonology – the ability to understand the relationship between sound symbols (phonemes) and written symbols (graphemes)
2. Morphology – the ability to understand how the foreign language uses such devices as gender, number, case, agreement, verb endings, and other modifications or oral and written forms to express meaning
3. Syntax – the ability to understand how the foreign language uses variations in word order to express meaning

---

[1]Edward Sapir, *Language: An Introduction to the Study of Speech*, New York: Harcourt, Brace, and Little Inc., 1949, p. 8.

4. Vocabulary – the ability to understand that the semantic range of foreign verbs usually differs from that covered by the nearest English equivalents
5. Culture – the ability to evaluate the foreign culture objectively and on its own merits rather than from the standpoint of Anglo-American culture
6. Ultimate goals – the ability to apply spontaneously everything one has learned to new situations[2]

Chart 1 shows how these concepts are applied in learning various languages during the second year of a four-year sequence in high school.

Teaching the practical use of a foreign language is a task that is quite different from that of teaching the facts and concepts of language or of teaching the understanding and appreciation of the literature and cultural patterns of a language. Nevertheless, knowledge about the facts and concepts of a language can be extremely valuable to gifted adolescents who already have a basic command of the language concerned and wish to attain higher skills.

There are some facts about language that only linguistically gifted students can be expected to interpret for generalizing in new learning situations. Some examples of such facts are (1) that German has three genders: masculine, feminine, and neuter; (2) that in French the pronoun as complement occurs in the verbal group preceding the verb; (3) that the Russian verb has two aspects; and (4) that Spanish has two verbs for "to be" (*ser* and *estar*).

John B. Carroll singles out two methods of language teaching – the audiolingual and the cognitive.[3] In both of these approaches, the foreign language teacher should be concerned with the imparting of skills and essential facts as well as with the idiosyncratic, morphological, and syntactic concepts of the languages concerned. Concepts and facts of language are only partially effective means of imparting language skills to most students. On the other hand, gifted students will usually make good use of observations and reading about language facts and concepts. Gifted students can be expected to learn to interpret statements about a foreign language and to control their performance in the target language accordingly. Gifted students should be guided towards greater sophistication and understanding

---

[2]Adapted from material in the Wisconsin State Curriculum Guides, available in flier form from the Wisconsin State Department of Public Instruction, 126 Langdon St., Madison, Wis. 53702.

[3]John B. Carroll, "The Contributions of Psychological Theory and Educational Research to the Teaching of Foreign Languages," in *Trends in Language Teaching*. Edited by Albert Valdman. New York: McGraw-Hill Book Company, 1966, p. 101.

Chart 1
Application of Concepts at Level Two (Grade Ten) of a Four-Year Language Sequence[4]

French	Spanish	German	Russian
Phonology			
French pronunciation requires clear enunciation and articulation and tension sustained with lips rather than with breath, which has less force.	Syllabication differs from writing *(los-a-lum-nos)* to speaking *(lo-sa-lum-nos)*. The relationship between spelling and sounds is important.	German spelling is more phonetic than English. German assimilates words from other languages *(student, demokratie)* and also uses foreign words in their native pronunciation *(parfum, ballon, teenager, boss)*.	Russian spelling is much more regular than English. Russian assimilates words from other languages.
Morphology			
Tense functions often differ in French and English. There are many more verb endings in French than in English, and there are more irregular verbs. The range of meaning of prepositions differs from French to English.	People speaking Spanish express ideas with different grammatical structures *(por* and *para)*, indicative and subjunctive, imperfect and preterite. The subjunctive is commonly used in Spanish and is necessary if one wants to speak the language idiomatically.	Nouns and pronouns agree with verbs in past, present perfect, and future tenses. Tense functions often differ from German to English. In German the past tense is commonly used for narrative, the present perfect for dialogue. Verbs follow two main patterns (strong and weak) with some exceptions. Prepositions require different cases.	Verbs agree with the nominative case of pronouns in past, present, and future, except the genitive of absence.
Syntax			
Direct and indirect objects take different positions as nouns and as pronouns. There is a complex and rigid word order in negative patterns with various particles.	The word order of English is fundamentally the same as that of Spanish with a few exceptions: position of object pronouns and reflexive pronouns; idiomatic expressions *(gustar, faltar); hacer* with expressions of time.	Direct and indirect objects take different positions as nouns and as pronouns. Adverbial and prepositional phrases in initial position affect word order. Word order differs according to tense. The position of separable prefixes of verbs needs special attention.	Prepositions require different cases. Nouns and pronouns in different cases have different uses in a sentence. Special attention should be paid to verbs of learning, studying, and teaching and to the cases governed by them.
Vocabulary			
Words and expressions in French are sometimes closely related to English but almost always differ in range of meaning. Vocabulary is influenced by historical background, social customs, and other factors. Particular attention should be paid to cognates (false and true).	Words and expressions in Spanish are sometimes closely related to English but more often differ in range of meaning. Vocabulary is influenced by historical background, social customs, and other factors.	Words and expressions in German are sometimes closely related to English but more often differ in range of meaning. Vocabulary is influenced by historical background, social customs, and other factors.	Words and expressions in Russian may or may not be related to English. Vocabulary is influenced by historical background, social customs, and other factors.
Culture			
In listening, speaking, reading, and writing, cultural patterns are obvious and must be observed by both native and nonnative speakers of the language.	In listening, speaking, reading, and writing, cultural patterns are obvious and must be observed by both native and nonnative speakers of the language.	In listening, speaking, reading, and writing, cultural patterns are obvious and must be observed by both native and nonnative speakers of the language.	In listening, speaking, and writing, cultural patterns are not obvious and must be pointed out.

[4] Adapted from material in the Wisconsin State Curriculum Guides, available in flier form from the Wisconsin State Department of Public Instruction, 126 Langdon St., Madison, Wis. 53702.

through instruction in the grammatical and phonological elements of the system of language they are learning. New understanding is bound to come from experiences with the patterns inherent in the foreign language being studied.

Psycholinguistic Principles

The following psycholinguistic principles relate to verbal learning and to the acquisition of language skills. Using these principles, a teacher might well design and evaluate his foreign language program with some of his own gifted students in mind.

I. Principles related to the language learner
  A. School should be a pleasant experience.
    1. The natural environment and physical surroundings are important.
    2. Rapport between students and teacher is essential.
  B. The teacher should develop an understanding of the personality and problems of the learner.
    1. Students are individuals.
      a. Student's physical constitution, heredity, socio-economic environment, linguistic expressions of life
      b. Student's mental and emotional life
      c. Student's reactions to school discipline
      d. Student's attitudes, desires, and values
    2. The teacher's actions must be appropriate to the spontaneous desires, aspirations, and ideals of the learner.
  C. School experiences should be integrated with outside influences (e.g., family and friends).

II. Principles related to language as a subject of study
  A. Successful language learning requires the following:
    1. Verbal knowledge
    2. Abstract reasoning abilities
    3. Ideational fluency
    4. Word fluency
    5. Expressional fluency
    6. Grammatical sensitivity
    7. Naming facility
    8. Oral speech ability
    9. Articulation ability
    10. *Sprachgefühl* (a feeling for language)
  B. Language is both a skill and a content subject.

C. Language teaching must appeal simultaneously to all possible channels of intelligence.
D. Language learning involves conscious memory activity (acoustic, motor, and visual).

III. Principles related to the language teacher
A. The teacher's own psychological and linguistic problems must be analyzed.
1. General intelligence
2. Verbal intelligence (ability to manipulate and apply verbal concepts in the language taught and develop acceptable verbal competence in the student)
3. Interest in language learning, language analysis, and language teaching methodology
4. A general understanding of the role of educational psychology and linguistics in language teaching
5. Personal balance and ability to communicate
B. Individual differences among teachers must be recognized.
1. The language teacher compared to teachers of other subjects
2. Types of language teacher suitable for varous age levels
3. Degree of professional competence in the theory and practice of language and language learning
C. Standardized rating principles must be used in observing language classroom activities.

The seven psycholinguistic principles of language teaching may be summed up as follows:

1. Teach the contemporary living language.
2. Present a coherently linguistic unit first and the separate elements of the language last; i.e., present the sentence first, then the word, and finally the sound.
3. Learn the easy first and proceed to the more difficult; i.e., proceed from the known to the unknown.
4. Master all language material actively by various specific techniques.
5. Review frequently.
6. Organize material rationally.
7. Work out the sum of specific techniques which bring to the student habits of speech and comprehension in the quickest and easiest way.[5]

---

[5]Berthold C. Friedl, "Introductory Russian – Its Tasks and Variants." *Bulletin of the American Association of Teachers of Slavic and East European Languages*, VII (March, 1950), 60-61.

Translation

An important aspect of language learning is translation. There are several reasons why translation, at least during the last three years in high school, could be made especially valuable for the gifted. Objective evidence on this subject is difficult to come by, but experts agree that translators are sophisticated linguists generally. They have to be.

A translation from one language to another does not consist of a simple verbal transposition. Translation must be based on an understanding of the different ways of seeing and of feeling that are expressed in a foreign language in idiomatic expressions that the language student has to learn. For instance, while in English we "take a walk," in French one says *faire* (make) *une promenade;* in Spanish, *dar* (give) *un paseo;* in German, *spazieren gehen* (go); and in Russian, *proguliatsia* (to take oneself for a walk). So that a literal translation of, say, *faire une promenade* as "to make a walk" in English, *hacer un paseo* in Spanish, or *spazieren machen* in German would not be valid at all. Greetings provide other examples. In English we say "How are you? " but the French say *Comment allez-vous?* (How do you go?); the Spanish say *¿Cómo está Usted?* (How are you?); the Germans say *Wie geht es Ihnen?* (How does it go for you?); and the Russians say *Kak vy pazhivayete?* (How are you getting along?).

The meanings of individual words are the percepts that lead to the formation of concepts. The same word in different languages may not always mean the same thing. For example, such simple words as "house" and "school" evoke for an Englishman an English house or school, and, for a Frenchman, a French house or school. The same images, sensations, odors, and emotions may not mean exactly the same thing to Frenchmen, Germans, Russians, Spaniards, and Americans.

Translation is an extremely complicated and difficult task. In its advanced form it is comparable to study for a special degree in which nuances of literary and historical styles are comprehended. The training of the gifted student in the last three years of high school should include increasingly difficult translation exercises.

Chapter 4

Development of Proficiency in a Foreign Language

There are several areas in which a student must develop skill if he is to become proficient in a foreign language. These are (1) sounds and vocabulary; (2) grammar; (3) speaking; (4) reading; and (5) writing.

Sounds and Vocabulary

Since each language has its own sound system of characteristic intonation patterns, rhythms, stresses, and individual sounds, the central problem in learning a second language is the tendency of the learner to carry over the sound patterns of his own speech to the new language. This tendency makes it difficult for him to understand anything that is said or written in the new language. The teaching of the important sound features of a second language helps the student to recognize intonational patterns, rhythms, and stresses and to learn the proper pronunciation of the individual sounds, which are all-important in auditory understanding of speech. The student should also be taught that sound differences that are meaningful in one language are not necessarily meaningful in another. Linguists refer to meaningful contrasts as "phonemic" differences. Sound differences that are merely phonetic in one language may be phonemic in another and vice-versa.

A primary task of foreign language teaching is to take into account phonemic and phonetic differences in the language background of the learner as well as in the language to be learned. In this way, some patterns of melody, stress, rhythm, and sound contrast can be anticipated as being of particular difficulty to the student. The teacher should also be aware of specific trouble spots in pronunciation and know the remedial exercises or devices that are appropriate for specific problems. Thus, the teacher must provide an accurate oral model of the expressions to be practiced and insist on an accurate imitation by the students. To ensure participation and to avoid self-consciousness on the part of some students, extensive

choral work is recommended in this area of language learning. Whenever possible, practice in pronunciation and imitation should consist in the repetition of structure models and in dialogues in which the rhythms and speed of actual speech are maintained. Pronunciation can be taught along with the other language skills, since the sound system, grammar, and vocabulary do not exist as separate entities.

The following are a few examples of expression and usage that can be used for concurrent teaching of pronunciation, grammar, and vocabulary. See also the sentence models on pages 21 through 23.

FRENCH

Aujourd'hui		mon père
Demain	je vais avec	mon frères

GERMAN

Der Knabe	geht	in die Klasse
Das Mädchen	läuft	in die Schule
Das Kind	geht	nach Hause

RUSSIAN

čto éto? – ėto Škola
čto v Škole? – v Škole klas
čto v Klase? – v Klase stul, stol, daska
čto délaet učitel? – Učitel stoit i gavarit
čto délajut učeniki i učenitsy – Učeniki čitajut i pishut

SPANISH

Ud. sabe lo que Ud. ha visto, lo que Ud. ha dicho.
Ud. sabe mi nombre; ¿cómo lo sabe Ud.? Yo sé lo he dicho.
¿Sabe Ud. quién está en el otro cuarto?
¿Sabe Ud. lo que yo hago? ¿Cómo lo sabe Ud.?
¿Me puede decir cuanto dinero tengo? Ud. no me lo puede decir.
¿Porque no me lo puede decir? Porque Ud. no lo sabe, Ud. no lo ha visto.

Principles of Presentation

In the preceding section the point was made that the components of language – sounds, grammar, and vocabulary – need to be included in an initial presentation in language teaching. Examples from French, Spanish, German, and Russian demonstrate that the items falling within these three categories should be presented as the language is used in a real situation. Presentation, then, is the first step – the nucleus of the language teaching process; that is, the phase in which the subject in all its aspects is presented to the students.

This section is concerned with the principles underlying the presentation of foreign language vocabulary and related subject matter.

Vocabulary is best presented by direct association patterns to develop the interest of the gifted student in the foreign language. Besides direct association there are other creative means of helping students grasp the meanings of new vocabulary words. They are (1) teaching words in context; (2) teaching synonyms and antonyms of vocabulary words; (3) describing and defining words in the foreign language; and (4) instructing the students in word building. Information on the history of the Romance languages or of Indo-European languages such as German and Russian, will stimulate the students' interest. Examples of questions that help develop the higher cognitive skills are: "How did the language develop?" "What are the similarities and differences between words and expressions in different language families?" "What are the relationships between Spanish and French and between these and the other Romance languages?"

A comparison of similar, well-known words from different languages of the same origin is also helpful to the student. The following list of French and Russian words is an example of such a comparison. The Russian words are taken from French but are different in pronunciation.

French	Russian
costume	costium
examen	exámen
français	frantsuski
gymnastique	gymnástika
histoire	istória
lampe	lámpa
révolution	revolútzia

In addition to direct association patterns, there are internal associations of new words in an old context. For example, the meaning of *chômage* (unemployment) in the sentence, *Ici il n'y a pas de chômage,* depends on the meaning of the sentence for its placement. It is advisable to present a new word in a series of phrases that are familiar to the student; for example, *Pendant le chômage les usines et les fabriques ne travaillent pas.*

The presentation of words with identical suffixes is a helpful association technique. A word group of this type is the following:

le rédacteur	le vendeur
l' instructeur	le travailleur

Synonym study offers a simple and effective way of teaching vocabulary when differences in the nuances of one and the same concept are indicated; for example, *Nous avons eu un grand succès (un immense succès, un énorme succès, un succès colossal).*

Studying antonyms helps the student understand vocabulary through contrast:

Notre classe est petite.	Notre classe est grande.
Pierre est gros.	Pierre est maigre.
En été, il fait chaud.	En hiver, il fait froid.

Defining words by using them in a context that makes their meaning clear is another good way to introduce the students to new vocabulary words. Here is an example of this technique:

> Un train, c'est une suite de wagons traînée par une locomotive. Un train a des wagons de première et de deuxième classe, un fourgon à bagages, un wagon-poste, des wagons-lits, et un wagon-restaurant. Il y a des trains exprès ou directs et des trains omnibus. Un train transporte des voyageurs et des marchandises.

A similar method is to give actual definitions of new vocabulary words in the language that is being studied:

> Un mécanicien, c'est un homme qui conduit une machine ou une locomotive. Une faucheuse, c'est une machine avec laquelle on fauche l'herbe.

Another effective word-association device is the word-building process. This technique involves explanation of the meaning of words on the basis of similar formal patterns of derivation when the basic origin and meaning of the formal endings are known; e.g., *malheureux* (unfortunate) from *malheur* and the suffix *-eux,* which indicates "having the characteristic of" or "belonging to." Another example is *chauffeur* from *chauff(er)* "to warm" and the suffix *-eur,* which indicates the agent.

The enumeration of these ways to develop associations among words provides a general orientation to presentation techniques in conventional processes for teaching languages. However, new and exciting ways of carrying out the task are continually being developed to expand presentation; for example, there are teaching machines programmed for teaching languages, television as a vehicle for language instruction on a large scale, audio courses in language laboratories, and videotape and activity teaching. In all these methods the presentation phase enables teachers to improve their techniques for enrichment, thus reinforcing and expanding the skills of linguistically gifted students.

The techniques governing presentation of content in foreign languages must be based on consideration of the following general principles:

1. It is extremely important for the student to concentrate on expressing himself in the foreign language.
2. Students begin to think and react like native speakers of a foreign language essentially through constantly listening to, imitating, and speaking the foreign language and through making close approximations to the modes of expressions and speech patterns used by native speakers. These skills are further enhanced through participation in plays, songs, dances, and games of the country whose language is being studied.
3. Vocabulary in a foreign language consists not only of words but of words in patterns as well.
4. Grammar is not an end in itself. Rather, it is an attempt to set up convenient classifications for words and groups of words in accordance with the ways in which they express ideas.
5. Literature has meaning not only for the civilization and era that produced it, but for men in all other civilizations and times as well. The written word has a kind of immortality. Every culture has its store of writings that range from simple to complex artistic expression. For instance, every French municipality has its city hall on which is engraved the motto, *Liberté, Egalité, Fraternité.* Descartes' famous statement, *Je pense, donc je suis,* is as much a part of French heritage as are the tragedies of Corneille and Racine. In Spain, Don Quixote and Sancho Panza are prototypes for generation after generation of Spaniards. The first line of *Die Lorelei* strikes a common sentimental chord in the hearts of all Germans. The values that characterize a people endure in their literature, and students of the language come to accept them as part of a cultural heritage.

Principles of Conditioning

Conditioning involves the repeated presentation of an item. It is a process that reinforces pattern drills and exercises to enable students to experience foreign languages in new contexts and combinations. At the same time, it is a step in the process of "fixing" the material learned so that the skills being acquired may be properly exercised. Remedial teaching is based on repeated presentation of items that have been forgotten or improperly learned.

The transfer of new words from a passive to an active stage is accomplished by conditioning exercises, but the foreign language teacher must be able to determine individual rates of learning

through conditioning. Some gifted children need to repeat an exercise ten times before they learn its content; other children may need more or less time, depending on the ease with which they can store words in their memories.

Characteristics of memory not only change with age but also vary according to individuals. Too, there are different types of memory. Short-term memory ability is different from long-term storage ability. Visual learners store items better when they are presented visually, whereas auditory learners store more efficiently when the presentation of information is auditory.

Logical memory is also important in the language learning process. Teachers can further the development of logical memory by conditioning a vocabulary item either as soon as possible after its initial presentation (contiguity) or later in the course through associative techniques. New vocabulary cannot be divorced from previously learned vocabulary. New words can be grouped with those previously learned on the basis of similarities, differences, or similar origins or grammatical structures. However, the teacher who uses this approach must be alert to the probability that (1) retroactive inhibition can occur and interfere with the learning of new words; or (2) proactive inhibition will fix the words learned earlier at the expense of new vocabulary.

Rationally constructed systems of exercises should be designed to have the student use new words in different combinations, in both spoken and written form, as often as possible after initial presentation. A basic requirement in these exercises is the strict observance of the principle of proceeding from the known to the unknown, from the simple to the complex. Conditioning and "fixing" of foreign language vocabulary learning is best accomplished when children are free from pressure.

Reinforcement of conditioned vocabulary is closely interwoven with pattern drills in spoken and written language, pronunciation, reading, and grammar exercises. Purely lexical exercises can also be used, as they represent a part of the total process of language learning.

In grades ten through twelve, vocabulary exercises can be integrated with substitution tables in which familiar words are replaced by others in certain syntactic structures. See the examples in French, German, Russian, and Spanish on pages 21 through 23. The examples selected are typical of basic syntactic structures and demonstrate how various nouns can be used interchangeably in such structures.

One of the important conditioning techniques in foreign language learning depends on the availability of structure models that can be reproduced easily and used as a basis for constructing analogous sentences. A typical language model is a sentence in which a grammatical structure is the permanent component, and the rest of the vocabulary is flexible. For a class of gifted students in the tenth, eleventh, or twelfth grade, it is suggested that one student be asked to repeat the model sentence with the others repeating it after him in unison. This method gives every student in the class the opportunity to speak and hear the sentence.

· The following substitution models are based on the recent work of European and American linguistic methodologists:

FRENCH

Aujourd'hui Demain	je vais j'irai	avec	mon père ma mère mon frère ma soeur mon ami mon camarade	au cinéma. au théâtre. au musée. au parc.
A quelle heure		te lèves-tu te laves-tu t'habilles-tu te couches-tu		le matin? le soir?
Je		me lève me lave m'habille me couche		à dix heures. à huit heures. à neuf heures.
Il y a		un cahier un livre un encrier une serviette une règle une plume		sur la table.
Quand as-tu		rencontré écouté dessiné fait lu		ce garçon? cet artiste? ce vers? ce calcul? ce tableau? ce livre?
Qui est		assis? debout? prêt? content? malade? absent? présent? de service?		

FRENCH (Continued)

	assis.			
	debout.			
	prêt.			
Je suis	content.			
Il est	malade.			
	absent			
	présent.			
	de service.			
	un livre			
	un cahier			
	un encrier			
Y a-t-il	une serviette	sur la table?		
	une règle			
	des crayons			
	des plumes			

GERMAN

	die Karte			
Ist	das Heft	Groβ?		
	das Plakat	gut?		
	der Tisch	klein?		
	die Karte			groβ.
Ja	das Heft	ist	nicht	gut.
Nein	das Plakat			klein.
	der Tisch			
	Buch			
Wessen	Zeitung	ist das?		
	Modell			
	Brief			
	das Buch	des Vaters.		
	die Zeitung	der Mutter.		
Das ist	das Modell	des Bruders.		
	der Brief	der Schwester.		

RUSSIAN

student		Knigu		
studentka		zhurnal		
on	čitayet	roman		
ana		gazetu		
	student delayet?			
	studentka	On čitayet		
što	on	Ana gavarit		
	ana			
student				
studentka	čital	Knigu		
on	čitala			
ana				
student				
studentka	idyot	damoj		
on				
ana				

SPANISH

Yo la he	recogido visto abierto pelado contado sacado comido			
¿Dónde está mi madre?				
¿Dónde está mi libro?			la	
¿Dónde están los muchachos?			lo	
¿Dónde están las muchachas?		No	los	he visto.
¿Dónde está la tiza?			las	
¿Dónde está el lápiz?			la	
¿Dónde está mi hermano?			lo	
			le (lo)	
¿Está mi	libro lápiz papel cuaderno pluma	frente a mi?		

Grammar

What is the place and role of grammar in the teaching of foreign languages to the gifted? It is not the purpose of this section to supply a series of neat answers, since there is neither agreement among teachers concerning the question nor any substantial body of research to support or deprecate the use of grammatical analysis in the learning process. Instead, general principles will be presented so that teachers can decide for themselves which grammar resources have special relevance to their situation.

Grammar was previously referred to as an attempt to set up convenient classifications for words and word groups as they function to express ideas. Grammar is defined linguistically as the study of the structure of a language. Both concepts have implications for language teaching.

The grammatical concepts and skills of the language being studied must be presented meaningfully. This means that phonology, morphology, and syntax (see Chart 2) must be included in the course. There is no clear distinction between grammar and vocabulary. Language teaching, however, must define them separately because the learning of foreign language vocabulary, although it proceeds parallel with the study of the new grammatical forms, does not replace it. The various aspects of language – phonology, morphology, and syntax (with the latter in the leading role) – must be studied in their interrelationships. This necessity has been recognized since the development of language teaching methodology.

Chart 2
Essentials for Communication

Skills and concepts	Phonology	Morphology	Syntax	Vocabulary	Culture	Ultimate Goals
The ability to listen	To hear all the meaningful sound contrasts of the foreign language when it is spoken at a normal rate in complete sentences	To hear all the changes of meaning caused by modifications of word forms when the language is spoken at a normal rate in complete sentences	To hear the foreign language without being confused by syntactical arrangements	To hear and understand words in normal conversational contexts	To detect nuances of meaning relating to social positions, family relationships, customs, national traditions, literary classics, and the like	To comprehend aurally new arrangements of familiar material when spoken at normal tempo and with normal intonation and rhythm
The ability to speak	To produce all the significant sounds and intonation patterns of the foreign language in a manner acceptable to native speakers	To express one's ideas orally using appropriate grammatical forms	To express one's ideas orally using word order that is characteristic of the spoken language	To acquire an active speaking vocabulary that is appropriate to one's age, maturity level, and capacity and that is appropriate for communication in the modern world	To use culturally acceptable forms appropriate to the age, social standing, and occupation of the person addressed and to reveal some knowledge of the heritage of those who speak the foreign language	To reorganize familiar vocabulary and grammatical forms and apply them to new situations using pronunciation and intonation in a manner acceptable to a native speaker
The ability to read	To associate the appropriate graphic symbols with the sounds for which they stand	To draw meaning directly from the printed page through recognition of changes in meaning caused by modifications in structure	To read directly in the foreign language without being confused by syntactical arrangements	To recognize in context a wide range of vocabulary items with sensitivity to the differences between spoken and written vocabulary and between contemporary and older literary forms, words, and expressions.	To be able to read items ranging from newspapers to works of literature (This implies a basic knowledge of the history, literature, and current world position of countries in which the language is spoken.)	To read directly without constant recourse to a bilingual vocabulary list
The ability to write	To spell the graphic symbols which stand for the sounds of the language	To express one's ideas in writing using appropriate grammatical forms	To express one's ideas in writing using appropriate word order of the foreign language	To express one's ideas in writing using vocabulary that is appropriate to the occasion	To use the appropriate style according to the nature of what is being written	To express one's ideas idiomatically and freely in writing
The ability to understand	To understand the relationship between sound symbols and written symbols (i.e., phonemes versus graphemes)	To understand how the foreign language uses such devices as gender, number, case, agreement, verb endings, and other modifications of oral and written forms to express meaning	To understand how the foreign language uses variations in word order to express meaning	To understand that the semantic range of foreign words usually differs from that covered by the nearest English equivalents	To evaluate the foreign culture objectively and on its own merits rather than from the standpoint of Anglo-American culture	To apply spontaneously everything one has learned to new situations

Beginning with the tenth grade, a historical explanation should be given of grammatical phenomena as exceptions to the rules of grammar. Such knowledge, if properly presented, facilitates learning. Some general principles to be followed in the teaching of grammar are as follows:

1. The teacher should always proceed from an oral presentation of each grammatical phenomenon essential for communication to the written exercise that is necessary to reinforce the concept.
2. All language phenomena should be presented in context and should proceed from that context.
3. The study of grammar should always proceed from the simple to the complex, from the easy to the difficult.
4. New grammatical material should never be presented in connection with too many new words and idioms (see Chart 3).

Chart 3
Suggested Orientation Exercises
in Grammatical Generalizations

Semimechanical exercises	Conscious grammatical exercises	Exercises connected with a text
Substitution tables Answers to questions Copying of text and underlining of grammatical forms Paradigms Periphrases Change of person, number, tense	Dictation Text analysis Questions based on text Making up of sentences using grammatical forms Drill on specific syntactic forms Translation from English into the foreign language and from the foreign language into English Retelling of stories Exposition of text in writing	Imitation Questions and answers Questions of the "general" New contexts

The pursuance of practical objectives and the imparting of the ability to communicate in the language are fundamental to the successful teaching of a language. It is also important that children learn grammatical principles and concepts, as this knowledge provides a foundation for the comprehension of literary texts and the mastery of spoken language skills.

Two characteristic approaches to presenting grammatical principles are (1) through the application of memorized rules; and (2) through learning by induction and analogy. It has been generally assumed that students find the second approach clearer and intellectually more stimulating than the first. In practice, these approaches seem to work equally well; that is, when it is just a matter of applying grammar rules for the purpose of developing skills. There is, however, one factor that has to be considered in teaching languages to the gifted student. This factor is the creative component or the psychological impact that the student's learning of grammatical generalizations has upon his attempts to use the foreign language creatively, either orally or in writing. The creative components will be discussed in the section on applying linguistic and psychological principles to procedures related to the development of skills in the use of spoken and written language.

Teachers who pursue creative spoken language objectives should aim at providing for their students a maximum amount of practice in manipulating the grammatical generalizations of the foreign language. At the same time they must be aware that techniques that are not appropriate for pupils in the early grades are important for teaching gifted students in the advanced grades. If some grammatical analysis makes gifted students sensitive to nuances in words, style, and sounds (in poetry), then techniques related to grammatical analysis must be explored. One of these is the French *explication de texte* in which the teacher takes a literary passage in the language being learned and leads his students through an analysis of it as he makes comments and discusses the grammatical phenomena in the text.

Speaking

The creative component of foreign language study may be the key to developing spoken language ability in students in the advanced grades. The creative component in foreign language study at this stage is designed to end drilling patterns in which the gifted student should already have made considerable progress. Suggestions are made here for dialogue techniques that will add to the gifted student's resources and that will do so in such a way that he will have full command of the creative potential of his new language.

All dialogue techniques depend to an extent on sequencing for their effectiveness, and they should, therefore, emphasize the acquisition of habits in a creative use of language. Dialogue techniques must follow carefully structured materials that present a gradual increase in the development of practical abilities in linguistic, literary, and cultural contexts or in scientific and technical contexts.

Basic dialogue follows elementary question-and-response choral work. A series of questions and answers between the teacher and a student or between two students is a natural form of conversation between two people, and all its parts are logically interrelated. In such a dialogue in the elementary grades, there is a certain connection with questions on the material that the class has been studying. But in the more advanced grades (ten through twelve), the dialogue can be carried on in the form of an unprepared conversation as well as in the form of a prepared conversation. The unprepared short dialogue can be on such themes as the class life and the home life of the students, the preparation of lessons, the preparation of programs, and the content of movies, theater plays, and sports events. The alternation of questions and answers goes on at a normal pace because the students have acquired a working vocabulary and a good knowledge of basic grammatical forms. As the students become more advanced, they can prepare dialogues on such subjects as the weather, travel, and a visit to the movies. These prepared dialogues should include units and syntactic structures that the students have learned in their language study – units and structures such as the following:

- Il fait beau temps.
- Il fait froid.
- Comment ça va?
- Ça va bien (tout doucement).
- Combien de temps avez-vous mis à préparer votre leçon?
- Cela vous plaît-il?

Subjects for dialogues can be selected according to the individual needs of the students. For instance, those who prepare the publicity for a school program will converse on one type of subject, while those who write articles for the school newspaper and those who are to participate in a skit or recite poems and sing will be concerned with other types of subjects.

The distinction between prepared and unprepared dialogues, familiar as it is, must be taken into account if the development of the ability to speak the language is to be related to the creative component in the framework of language skills.

Spontaneous, unprepared dialogues can be brought about by an improvised story told by the teacher about some event that has just happened to him. In this case, students' questions should not deal with the content of the story but rather with the experience of the teacher himself, as in the following example:

Teacher: Mes amis, écoutez ce qui m'arrive à l'instant. Ce matin, je sors de chez moi comme toujours à huit heures. Je prends l'autobus numero 9. Je trouve une place libre que je veux occuper. Soudain . . .

Students: Qu'avez-vous vu?
Qui avez-vous vu?
Qu'avez-vous fait?
Avez-vous occupé cette place?

Students may ask any question, but it is expected that they would ask their questions in the past tense, as in the example cited.

Concurrent with learning how to carry on spontaneous dialogue, students can prepare dialogues in class and at home. A prepared dialogue may be explanatory in form. This type of dialogue might precede the introduction of assigned reading material by the teacher. The teacher could then introduce the students to the general content of the book or other reading material by means of a series of questions. Or, the prepared dialogue may follow reading as a form of exercise that leads to comprehension or to learning lexical and grammatical materials. This type of dialogue can also be more intricate or more determinant and is referred to as a "seeded" dialogue.

Preparation for a seeded dialogue is carried out in the following manner. The teacher demonstrates how to conduct a dialogue, giving special attention to meaningful context, naturalness of tone, and ways to express joy, surprise, indignation, or grief. He then selects examples of grammatical structures that the students have already learned and either selects a theme himself or suggests that the students choose one. The general plan of the dialogue is then developed – a plan that includes all the words, idioms, and grammatical structures that have been learned previously and that are of direct relevance to the question or topic to be discussed. Some of the students may then carry on a dialogue according to the plan with the introduction of certain structures, words, and phrases. If a model dialogue has been presented by the teacher, students may speak on the theme that has been introduced. The dialogue must contain everyday expressions that might be used, for instance, in telephone conversations, while buying a ticket in the theater or at the bus station, and in other, similar situations.

In a discussion held after the students' dialogues have been presented, the performances are analyzed and criticized. Can the students talk in short sentences? Was the dialogue conducted in a natural conversational tone? Were there acceptable abbreviations?

Was the dialogue interesting? Was it comprehensible? Was the dialogue well prepared? Were errors made in pronunciation, idiomatic expressions, or grammar? Would it have been possible to carry on this dialogue in a different tone or with other expressions? It must be stated realistically that although the dialogue is labeled as a "creative" endeavor, it does not allow for creativity as generally defined. Foreign languages and dialogues are precise and structured and are creative only with respect to choice of subject and purpose.

Reading

A major task in teaching foreign languages to gifted high school students is planning and selecting appropriate reading materials and teaching according to techniques that are designed to improve students' reading abilities. This is achieved first by distributing a selection of reading materials of the appropriate level; second, by imparting an understanding of the forms of intensive and extensive reading and by working out methods of reading outside and inside of class; and third, by choosing material that students will want to read.

It is necessary that language teachers be acquainted with the literature of the country concerned. It is also necessary that the teacher be versed in the mechanics of reading and know the traditional criteria for skillful reading (recognition of letters, association of letters with sounds, and correct phrasing). But he should also know that rates of reading speed and comprehension of meaning differ for different materials. The reading of factual material requires more time than recreational reading, which is usually more enjoyable, whether in the foreign language or the vernacular.

To improve the reading habits of gifted students of a foreign language, the following techniques are suggested:

1. The use of exercises designed to promote the ability to practice implications skills when all words of the sentence are known except one or two
2. A program of vocabulary building involving the systematic study of cognates and word formation
3. The use of variants in reading (oral, analytical, cursory, and silent, extensive and intensive)

Extensive reading of literature is especially important for the student who is planning to major in foreign languages in college. The student who is taking a foreign language merely to meet college entrance requirements needs a different program. A varied list of reading materials in literature will be found in the selected references under "Selected Literary Texts."

Writing

Gifted students who complete the recommended sequence of study in a foreign language in grades ten through twelve should have made some progress in developing skill in the use of the written language. Work that is designed to develop such skill will result in greater efficiency as the student improves his overall use of the foreign language and will enhance his creativity in styles of written work, use of format, translation, and expressional fluency.

Chapter 5

Foreign Language Study and Creativity

A creative imagination is probably the most typical characteristic of the creatively gifted student. In order for creativity in the linguistically immature person to be of lasting value, however, it must be channeled into forms of expression that are consistent with the patterns of a given language and culture. Creative writing in which a dictionary is used with little regard for or knowledge of the syntax of the language will result in gibberish; guidance is therefore extremely important.

It might be helpful to supply the students with a creative model. For example, a paragraph from Victor Hugo's *Les Misérables* in which he describes the Revolution of 1830 might serve analogously as a means of understanding contemporary student unrest. A poem like "Die Lorelei" might provide inspiration for the expression of personal feelings. An advertisement for a Spanish product might serve as the basis for an advertisement for an American product to be sold to Spanish-speaking people.

Creativity can also be developed in areas that are more or less directly related to the language in question. For instance, the student might direct a short play written and performed by his classmates. He might also lead in singing and direct dances. These releases from intensive study help maintain student interest and increase motivation.

The teacher of the gifted will further creative thinking by assigning written questions to which there may be no one correct answer. The following are examples of such questions:

GENERAL

1. Where did language originate?
2. How did language develop?
3. What are the similarities and differences between words and expressions in various Indo-European languages?

ROMANCE LANGUAGES

1. What are the relationships between Spanish and French and the other Romance languages?

2. What is the relationship of the Romance languages to Latin?
3. What are the similarities and differences between Esperanto and other languages?
4. How do case forms express grammatical relationships?
5. How are verbs changed to express tense, mood, and voice?

Creative experiences within any language are based on expressional fluency, ideational fluency, spontaneous semantic flexibility, associational fluency, originality, and semantic elaboration. The following are sample exercises in some of these areas:

WORD FLUENCY

Write or recite words that end with a specified suffix; write words that begin and end with a specified letter.

EXPRESSIONAL FLUENCY

Write or recite four-word sentences for which the first letter of each word has been specified; write pairs of sentences that state analogous ideas; write sentences containing four specified words.

ASSOCIATIONAL FLUENCY

Write or discuss as many synonyms as possible for each word specified in the exercise; give the corresponding adjectives for the synonyms.

ORIGINALITY

Write or recite clever short story plots; translate American cartoons into the language being studied.

CONSEQUENCES

List or discuss the remote consequences of certain changes in the history of the country whose language is being studied.

How can creativity be developed? The following approaches offer a foundation for planning:

1. Provide general conditions that are conducive to creativity. Among conditions conducive to creative efforts are environmental factors that (a) permit freedom of thought and action, within reasonable limits; (b) encourage individuality and welcome new ideas and self-direction; (c) require ingenuity and provide opportunities to observe, explore, and participate; (d) provide recognition and approval of creative efforts; and (e) provide order and discipline, background knowledge and skill, and specific stimuli to creativity. All these are vital components of an environment that is hospitable to creative efforts. A final

important component is that of timing: When interest is high, exploit the situation.

2. Offer a variety of opportunities and materials for exploration. Invite older students to write and illustrate fairy tales for younger children. The students can then read the stories to the children, using various stimuli to suggest ideas and appropriate words. For example, after playing the "Poet and Peasant Overture," the students in charge can suggest words and ideas inspired by the music and ask questions, such as, "What is the slowest thing?" or "What is the most beautiful thing?"

   Emphasize content rather than mechanics to stimulate appreciation. The student should be asked to write his autobiography, to participate in a panel discussion of teenage problems, or to react constructively to a current controversy in the language being studied.
3. Build a background of knowledge and skill. The teacher should maintain an attitude of learning with the students, thus guarding against an authoritarian attitude toward knowledge.
4. Devise examinations that call for creativity. For example, ask the students to explain the difference between two versions of a poem; decide whether the differences from one version to the other represent improvements or deteriorations in poetic and romantic expression; write a line of verse to replace a missing line in a given poem and justify its insertion; or analyze two poems and give their reasons for preferring the one over the other.

The teacher should provide encouragement and reinforcement. An encouraging smile is more effective than a critical comment or rigid standards. Of primary importance are the personality of the teacher, the genuineness of his interest, and his skill in helping children select improved means of expression without decreasing their spontaneity.

Gifted students themselves will develop original and creative activities that will give them satisfaction. Some will be interested in developing language units in interrelated subjects, such as learning and teaching mathematics, social studies, science, and physical education in the foreign language. Those with special talents in art and music may study these features of the culture concerned and present them to the class.

Conclusion to Teaching Gifted Students Foreign Language, Grades Ten Through Twelve

Language study contributes to the full development of each student's potential. By studying the language of another people, the student learns to think in that language and thereby extends the dimensions of his own personality. By understanding the customs and culture of the country whose language he is studying, he subconsciously develops a sympathy and empathy for the people of that country. He learns to love its art and music. The student develops a "world view" that enables him to place himself in perspectives of time and space as an active member of the human race. Thus, he attains his full stature as a person, and he becomes aware of his own cultural heritage, his personal worth, and the dignity of his fellow human beings.

Selected References

Bloomfield, Leonard. *Language.* New York: Henry Holt and Co., 1933.

Bolinger, Dwight. *Aspects of Language.* New York: Harcourt Brace Jovanovich, Inc., 1968.

Brooks, Nelson H. *Language and Language Learning: Theory and Practice* (Second edition). New York: Harcourt, Brace & World, Inc., 1964.

Bruner, Jerome Seymour. *Toward a Theory of Instruction.* Cambridge, Mass. Harvard University Press, 1966.

Carroll, John B. *Language and Thought.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964.

_____. "The Contributions of Psychological Theory and Educational Research to the Teaching of Foreign Languages," in *Trends in Language Teaching.* Edited by Albert Valdman. New York: McGraw-Hill Book Company, 1966.

_____. *The Study of Language.* Cambridge, Mass.: Harvard University Press, 1953.

Chomsky, Noam. *Aspects of the Theory of Syntax.* Cambridge, Mass.: Massachusetts Institute of Technology Press, 1965.

_____. *Cartesian Linguistics.* New York: Harper & Row Publishers, Inc., 1966.

Chinese: Listening, Speaking, Reading, Writing. Prepared under the direction of Everett V. O'Rourke by Kai Yu Hsu and Others. Sacramento: California State Department of Education, 1967.

Cornfield, Ruth R. *Foreign Language Instruction.* New York: Appleton-Century-Crofts, Inc., 1966.

Creativity of Gifted and Talented Children. Prepared by American Association of School Administrators. New York: Teachers College Press, 1959.

Educating the Gifted, a Book of Readings. Edited by Joseph L. French. New York: Holt, Rinehart and Winston, Inc., 1964.

Friedl, Berthold. "Introductory Russian – Its Tasks and Variants," *Bulletin of the American Association of Teachers of Slavic and East European Languages,* VII (March, 1950), 60-61.

Genser, Moshe, and Samuel Grand. *Teacher's Guide.* New York: Ktav Publishing House, Inc., 1963.

German: Guide for the Teaching of German in California. Prepared by John P. Dusel and Others. Sacramento: California State Department of Education, 1967.

Grittner, Frank M. *Teaching Foreign Languages.* New York: Harper & Row Publishers, Inc., 1969.

Hall, Edward T. *Silent Language.* New York: Doubleday & Company, Inc., 1959.

Hall, Robert A., Jr. *New Ways to Learn a Foreign Language.* New York: Bantam Books, Inc., 1966.

Huebener, Theodore. *How to Teach Foreign Languages Effectively* (Revised edition). New York: New York University Press, 1965.

Lado, Robert. *Language Teaching: A Scientific Approach.* New York: McGraw-Hill Book Company, 1964.

———. *Linguistics Across Cultures.* Ann Arbor: University of Michigan Press, 1957.

Landar, Herbert J. *Language and Culture.* New York: Oxford University Press, 1966.

Language Instruction: Perspective and Prospectus. Prepared by Nelson Brooks and Others. Sacramento: California State Department of Education, 1963.

Mackey, William Francis. *Language Teaching Analysis.* Bloomington, Ind.: Indiana University Press, 1965.

Oliva, Peter F. *The Teaching of Foreign Languages.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1968.

Rivers, Wilga M. *The Psychologist and the Foreign-Language Teacher.* Chicago: The University of Chicago Press, 1964.

Sapir, Edward. *Language: An Introduction to the Study of Speech.* New York: Harcourt, Brace and Co., 1949.

Stack, Edward M. *The Language Laboratory and Modern Language Teaching* (Revised edition). New York: Oxford University Press, Inc., 1966.

Sumption, Merle R., and Evelyn M. Luecking. *Education of the Gifted.* New York: The Ronald Press Company, 1960.

Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook I: Cognitive Domain. Edited by Benjamin S. Bloom and Others. New York: David McKay Company, Inc., 1956.

Torrance, Ellis P. *Guiding Creative Talent.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1962.

Trends in Language Teaching. Edited by Albert Valdman. New York: McGraw-Hill Book Company, 1966.

Trow, William Clark. *Teacher and Technology; New Designs for Learning.* New York: Appleton-Century-Crofts, Inc., 1963.
Valette, Rebecca. *Modern Language Testing: A Handbook.* New York: Harcourt, Brace & World, Inc., 1967.

Source Materials

MLA Selective List of Materials for Use by Teachers of MFLs in Elementary and Secondary Schools. Edited by Mary J. Ollmann, New York: Modern Language Assn. of America, 1962.
Ekmetjian, James. *Pattern Drills in Language Teaching.* New York: New York University Press, 1966.
Politizer, Robert L. *Teaching French – An Introduction to Applied Linguistics* (Second edition). Waltham, Mass.: Blaisdell Publishing Company, Inc., 1965.

Teaching Methods

French

Thoraval, Jean, and Others. *Les grandes époques de la civilisation française.* Paris: Bordas, 1967.
Valdman, Albert. *Applied Linguistics: French.* Boston: D.C. Heath & Co., 1961.

German

Kufner, Herbert L. *The Grammatical Structures of English and German.* Chicago: The University of Chicago Press, 1962.
Marchand, James W. *Applied Linguistics: German, a Guide for Teachers.* Boston: D.C. Heath & Company, 1961.
Moulton, William G. *The Sounds of English and German.* Chicago: The University of Chicago Press, 1962.
Politzer, Robert. *Teaching German: A Linguistic Orientation.* Waltham, Mass.: Blaisdell Publishing Company, 1968.

Russian

Magner, Thomas. *Applied Linguistics – Russian.* Boston: D.C Heath & Company, 1961.

Spanish

Cárdenas, Daniel N. *Applied Linguistics: Spanish, a Guide for Teachers.* Boston: D.C. Heath & Company, 1961.
Bowen, J. Doland, and Robert P. Stockwell. *Patterns of Spanish Pronunciation: A Drillbook.* Chicago: The University of Chicago Press, 1960.

Politzer, Robert, and Charles N. Staubach. *Teaching Spanish: A Linguistics Orientation* (Revised edition). Waltham, Mass.: Blaisdell Publishing Company, 1965.

Stockwell, Robert P., and J. Donald Bowen. *The Sounds of English and Spanish.* Chicago: The University of Chicago Press, 1965.

Stockwell, Robert P., J. Donald Bowen, and John W. Martin. *The Grammatical Structures of English and Spanish.* Chicago: The University of Chicago Press, 1965.

Selected Literary Texts

French

Brodin, Pierre, and Frédéric Ernst. *La France et les Français.* New York: Holt, Rinehart & Winston, Inc., 1961.

Castex, Pierre Georges, and Paul Surer. *Manuel des études littéraires françaises XIX^e siècle.* Paris: Librairie Hachette, 1966.

Denoeu, François. *L'héritage français.* (Second edition). New York: Holt, Rinehart & Winston, Inc., 1966.

Lagarde, André, and Laurent Michard. *Moyen Age: les grands auteurs français du programme.* New York: French & European Publications, Inc., 1963.

———. *XVI^e siècle: les grands auteurs français du programme.* Paris: Bordas, 1965.

XVII^e siècle: les grands auteurs français du programme. Paris: Bordas, 1962.

———. *XVIII^e siècle: les grands auteurs français du programme.* Paris: Bordas, 1962.

Maurois, André. *Histoire de la France.* Paris: Librairie Hachette, 1957.

German

Gössman, Wilhelm. *Deutsche Kulturgeschichte im Grundriss.* Munich: Max Hueber Verlag, 1966.

Spanish

Alarcón, Pedro Antonio. *El Sombrero de tres picos.* Boston: Ginn & Company, 1952.

Baroja y Nessi, Pío. *Zalacaín el aventurero.* Lexington, Mass.: D.C. Heath & Company, 1926.

Bécquer, Gustavo Adolfo. *Short Stories and Poems of Bécquer.* New York: The MacMillan Company, 1936.

Blasco Ibáñez, Vicente. *La barraca.* New York: The Macmillan Company, 1933.

67-186 (1659) 77306-300 4-73 1M